**Lesson Title:** Field Trip Preparation

**Name of Corresponding Unit:** Our Unique Place

**Creator:** Rachael Gustaveson and Anne Lessard

**Grade level(s):** 7

**Recommended Duration:** 80 minutes

**Essential Question:** How does place influence a person?

**Specific Learning Goals for this lesson:**

* Students will know:
* There is a history of stewardship in Vermont, in particular Marsh-Billings-Rockefeller National Historic Park (MBRNHP)
* The two principles of MBRNHP are conservation and stewardship.
* Students will understand:
* Stewardship is a personal responsibility.
* Individuals influence where they live and others that live in that place.
* Place influences people.
* Students will be able to:
* Apply the five themes of geography to the Marsh-Billing-Rockefeller National Historical Park (MBRNHP)
* Define stewardship and identify examples of stewards.

**Lesson Overview:**

This day will be spent prepping for our field trip to MBRNHP. Expectations for the summative assessment will be clearly established so students can prepare for their final opportunity to gather information. Students will be divided into groups and roles for the project and learn what their responsibility is within the group project. Their role will directly correlate with which station they will be attending at the park. Each student will need to prepare a list of questions or needed information to take to the park so they can be sure to come back with the last of their research and ready to start creating the presentation.

**Description & Sequence:**

1. Summative assessment expectations:
   1. Pass out and review rubric
2. Assign groups of five
   1. Each group will have five roles (one for each student): place, location, human environment interaction, region, and movement.
3. Debrief field trip – the field trip will be divided into 5 groups as well.
   1. Stations will include:
      1. GPS lesson with expert – for students assigned the place role
      2. Timeline room with park ranger – for students assigned human environment interaction role
      3. Interview park ranger – for students assigned movement role
      4. Explore with a park ranger – for students assigned place role
      5. Hudson River School paintings in the mansion with expert – for students assigned the region role
4. Looking over the rubric, students list questions and information they need in order to complete the summative assessment. What information do they still need to gather?
   1. Students may work individually, or can come together with other students in the same “role” to discuss questions.
5. Flip camera/speech recorder/digital camera orientation
   1. Students may take digital tools to the park with them to help record information or to take clips they want to incorporate in their presentation
   2. For students who have never used these items before, provide a brief introduction on how to use and care for these items.

**Pre-Assessment:**

Students will have previously filled out a technology survey in the first day or two of the Global Studies classes, allowing for the teacher to tailor the tools orientation.

Students will compare the information they already have on the MBRNHP with the rubric to determine what holes there are in their research. This should be checked by the teacher for each group to ensure that each student is going to the park prepared.

**Summative Assessment:**

The field trip is the final opportunity for students to gather information before creating their final presentations. This day is dedicated to preparing them for this task.

How will you **Differentiate Instruction** for various learners?

Students will be assigned roles and groups by ability – some of the five themes are more abstract then others.

Graphic organizers will be provided for students to check off the information they already have, as well as circle what they still need to get.

**Student-centered learning:**

*Collaboration and Shared Responsiblitiy* – Students are working in groups and have a specific role within that group. Thus each student is responsible for a piece of the group’s learning and final product.

*Authentic Work* – Students are creating something new and relevant to them and are relying on each other to create an end product.

*Authentic Audience* – The audience of their end product will not only be experts from the park but also elementary school students who are learning about the park.

**Inquiry-based learning:**

Students are preparing their own research and interview questions for their trip to the park.

**Materials:**

Summative assessment rubric

Graphic organizers

Flip camera

Digital camera

Speech recorder

**Resources:**

Thinkingmaps.com

Vermont Standards & Grade Expectations Addressed:

**H&SS7-8:8** Students connect the past with the present by  
-Describing ways that life in the U.S and/or the world has both changed and stayed the same over time, and explaining why these changes have occurred.

**H&SS7-8:10** Students show understanding of past, present and future time by  
- Identifying the beginning, middle, and end of an historical narrative or story

21st Century Skills including Technology:

Self directed inquiry, digital tools

File Attachments: (List here)

Summative Assessment Rubric